



Wisconsin

Wisconsin Oral Communication Assessment Educators' Guide

Grades 4 and 8
(Pilot Fall 2002)

WSAS Supplemental Assessment Oral Language

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Department of Public Instruction
Madison, Wisconsin

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Bulletin No. 03019

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Table of Contents

Part One	Overview of the Wisconsin Oral Communication Assessment (Pilot 2002)	1
Part Two	Directions to Teachers for Using the Assessment Materials	2
Part Three	Assessment Materials	5
	• Grade 4 Individual Student Record Sheet	6
	• Grade 4 Sample Individual Student Record Sheet	7
	• Grade 4 Scoring Rubrics	8
	• Class Record Sheet	11
	• Grade 8 Individual Student Record Sheet	12
	• Grade 8 Sample Individual Student Record Sheet	13
	• Grade 8 Scoring Rubrics	14
	• Class Record Sheet	17
Part Four	Questions and Answers	18

Part One

Overview of the Wisconsin Oral Communication Assessment (Pilot 2002)

Background

In 2000, a peer review of the Wisconsin Student Assessment System by the U.S. Department of Education determined that Wisconsin's assessment system did not, in some respects, adequately cover Wisconsin's *Model Academic Standards*. Content Standard C in English Language Arts, which addresses students' oral communication skills, is one standard that is not covered in the *Wisconsin Knowledge and Concepts Examinations (WKCE)*.

Paper-and-pencil tests such as the *Wisconsin Knowledge and Concepts Examinations* cannot provide an appropriate, valid measure of most oral communication skills. For example, a proper evaluation of a student's ability to speak effectively to a group requires that the student demonstrate that ability directly through an oral presentation.

Wisconsin Oral Communication Assessment

For this reason, Wisconsin is piloting a supplemental assessment of students' oral communication skills in 2002 at grades 4 and 8. The purpose of the Oral Communication Assessment is to provide a fair evaluation of each fourth- and eighth-grade student's level of knowledge and skill (minimal, basic, proficient, or advanced) in listening, speaking, and participating in discussions. The results of the student evaluations in oral language will be reported by the Wisconsin Department of Public Instruction along with students' *WKCE* scores in reading, language, writing, mathematics, science, and social studies.

The "testing window" for the Oral Communication Assessment pilot is September 18 to November 22, 2002, or the end of the *WKCE* testing window in your school's schedule. The Class Record Sheet must be returned to the District Assessment Coordinator with the *WKCE* student test books. This extended testing window is designed to give schools maximum flexibility as they assume responsibility for locally assessing students' oral communication skills.

The Wisconsin Department of Public Instruction (DPI) has developed six customized rubrics based on Wisconsin's three oral language performance standards at grades 4 and 8. These rubrics and supporting materials can be found in this booklet, the *Wisconsin Oral Communication Assessment Educators' Guide*. The standards-based assessment developed by DPI asks teachers at grades 4 and 8 to use three rubrics to rate student proficiency in each of the three performance standards under Content Standard C: Oral Language. Teachers will calculate an overall proficiency rating for each student in oral communication. Schools may also use locally adopted oral communication assessments as the basis for reporting proficiency levels to the state.

Since this Oral Communication Assessment is not a standardized test instrument, it is not necessary for all teachers in the state to use the same activities in order to complete the assessment. The rubrics can be adapted to a wide variety of classroom activities that engage students in practice and demonstration of oral communication skills. It is both sensible and appropriate to incorporate the required Oral Communication Assessment with activities and evaluations already being conducted in your classroom.

Part Two

Directions to Teachers for Using the Assessment Materials

Preparation

1. Read this *Wisconsin Oral Communication Assessment Educators' Guide* and familiarize yourself with the assessment materials.

Study the sample Individual Student Record Sheet, Class Record Sheet, and rubrics for guidance on planning standards-based activities, evaluating students, and recording their scores.

2. Determine the time frame for completing the classroom assessment. This assessment is designed to be used over an extended period of days or weeks, not as a single-day test.

Decide when and how you will complete the assessment within the September 18–November 22 window. (Note that the end of the *WKCE* testing window may be earlier at your school.) Create a plan that includes the activities you intend to use for the assessment and a schedule for incorporating the activities into your classroom work.

3. Prepare copies of the blank Individual Student Record Sheet for all students participating in the Oral Communication Assessment.
4. Note which students will not participate in the Oral Communication Assessment because of limited English proficiency (LEP) or disability (S/Dis).
5. Review the question and answer section at the end of this guide for additional information regarding this assessment, including guidance for evaluating the oral communication skills of students from culturally and linguistically diverse backgrounds.

Evaluating, Scoring, and Reporting

Evaluating

The Wisconsin Department of Public Instruction created rubrics to aid teachers of fourth- and eighth-grade students as they evaluate each student's proficiency in oral communication. These customized rubrics reflect the knowledge and skills detailed in Content Standard C: Oral Language of the *Wisconsin Model Academic Standards for English Language Arts* at grades 4 and 8. The rubrics provide specific guidance for discriminating among the four proficiency ratings used in the Wisconsin Student Assessment System:

- 4 **Advanced**
- 3 **Proficient**
- 2 **Basic**
- 1 **Minimal**

A separate rubric has been created for each of the following performance standards:

Fourth Grade

- C.4.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes**
- C.4.2 Listen to and comprehend oral communications**
- C.4.3 Participate effectively in discussion**

Eighth Grade

- C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes**
- C.8.2 Listen to and comprehend oral communications**
- C.8.3 Participate effectively in discussion**

Scoring

There are **two** record sheets included in this packet:

1. an Individual Student Record Sheet that you may duplicate for each assessed student
2. a Class Record Sheet

Individual Student Record Sheet

The Individual Student Record Sheet precisely reproduces the performance standards and indicators under Content Standard C: Oral Language of the *Wisconsin Model Academic Standards for English Language Arts* at grades 4 and 8. The teacher will use the rubrics in this guide to rate each student on each of the three performance standards and then calculate an overall proficiency rating.

Each of the three performance standards on the Individual Student Record Sheet includes a list of bulleted performance indicators. These should be taken into account when determining the rating for the performance standard. Space is provided to record notes or comments for each performance standard, which may help you arrive at a single score for the performance standard. It is not necessary to score these bulleted points unless you find it useful.

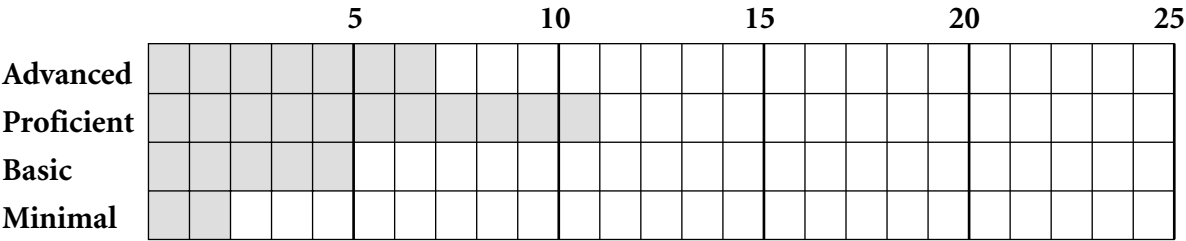
After you have decided on a rating for each of the three performance standards, total the scores and divide by three to get a numerical average.

When the numerical average is ...	Do this ...
• a whole number (1, 2, 3, 4)	Record the number as the overall rating
• a decimal ending in .66	Round up to the next whole number
• a decimal ending in .33	Round down to the next whole number

Class Record Sheet

Complete the Class Record Sheet, indicating the overall performance rating for each student assessed. All students in your class should be listed on the Class Record Sheet. Be sure to indicate which students have not been assessed as a result of limited English proficiency (LEP) or disability (S/Dis). Complete the class summary histogram at the bottom of the page to show how many students have an overall rating at each performance level. A sample completed class summary histogram is shown on the next page.

Class Summary Histogram



Retain one copy of the Class Record Sheet in your classroom and forward one copy to the District Assessment Coordinator along with the *WKCE* test books. District Assessment Coordinators are encouraged to retain one copy of all the Class Record Sheets for grades 4 and 8.

Reporting Scores

Each student who participated in the Wisconsin Oral Communication Assessment should be awarded one overall proficiency rating of minimal, basic, proficient, or advanced. In order to report scores, you will need to bubble in the overall proficiency rating in Oral Language for each student in Section 1: WSAS Supplemental Assessment—Oral Language on the back cover of each student’s *WKCE* test book. Instructions for recording the overall rating on the back of the student test book can be found in the *Directions for Test Administration*.

Students with disabilities who are exempted from the supplemental Oral Communication Assessment must be given an alternate assessment. The alternate assessment should be designed to evaluate skills defined by the alternate performance indicators that reflect their individualized curricula. The results of the alternate assessment for students with disabilities should be bubbled in on the back cover of each student’s *WKCE* test book in Section 4: WSAS Alternate Assessments—Pre-Requisite English.

Part Three

Assessment Materials

Grade 4

- ☐ Individual Student Record Sheet (for duplication)
- ☐ Sample Individual Student Record Sheet
- ☐ Rubric for C.4.1, Orally Communicate
- ☐ Rubric for C.4.2, Listen to and Comprehend Oral Communication
- ☐ Rubric for C.4.3, Participate Effectively in Discussion
- ☐ Class Record Sheet

Grade 8

- ☐ Individual Student Record Sheet (for duplication)
- ☐ Sample Individual Student Record Sheet
- ☐ Rubric for C.8.1, Orally Communicate
- ☐ Rubric for C.8.2, Listen to and Comprehend Oral Communication
- ☐ Rubric for C.8.3, Participate Effectively in Discussion
- ☐ Class Record Sheet

Oral Communication Assessment—Grade 4

Individual Student Record Sheet

Student's Name:

Performance Standard	Score
C.4.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes	
<ul style="list-style-type: none"> Identify and discuss criteria for effective oral presentation, including such factors as eye contact, projection, tone, volume, rate, and articulation Read aloud effectively from previously-read material Speaking from notes or a brief outline, communicate precise information and accurate instructions in clearly organized and sequenced detail Present autobiographical or fictional stories that recount events effectively to large and small audiences Participate in group readings, such as choral, echo, and shadow reading Perform dramatic readings and presentations Distinguish between fact and opinion and provide evidence to support opinions 	
Comments	
Performance Standard	Score
C.4.2 Listen to and comprehend oral communication	
<ul style="list-style-type: none"> Follow basic directions Identify and summarize key points of a story or discussion Retell stories and reports of events in proper sequence Follow sequence in plot and character development, predict outcomes, and draw conclusions Recall the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories Distinguish fact from fantasy and fact from opinion Understand increasingly complex sentence structures Understand a variety of word structures and forms, such as affixes, roots, homonyms, antonyms, synonyms, and word analogies 	
Comments	
Performance Standard	Score
C.4.3 Participate effectively in discussion	
<ul style="list-style-type: none"> Volunteer relevant information, ask relevant questions, and answer questions directly Use appropriate eye contact and other nonverbal cues Use appropriate strategies to keep a discussion going Reflect on the ideas and opinions of others and respond thoughtfully Ask for clarification and explanation of unfamiliar words and ideas Summarize information conveyed through discussion 	
Comments	
Total Score	
Total Divided by 3	
Oral Language Proficiency Rating	

Oral Communication Assessment—Grade 4

Sample Individual Student Record Sheet

Student's Name: **Keena Davis**

Performance Standard		Score
C.4.1	Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes	4
<ul style="list-style-type: none"> Identify and discuss criteria for effective oral presentation, including such factors as eye contact, projection, tone, volume, rate, and articulation Read aloud effectively from previously-read material Speaking from notes or a brief outline, communicate precise information and accurate instructions in clearly organized and sequenced detail Present autobiographical or fictional stories that recount events effectively to large and small audiences Participate in group readings, such as choral, echo, and shadow reading Perform dramatic readings and presentations Distinguish between fact and opinion and provide evidence to support opinions 		
Comments <i>9/23 excelled in oral reading of traditional folk tales</i> <i>11/3 led presentation of time line for Wisconsin history</i>		
Performance Standard		Score
C.4.2	Listen to and comprehend oral communication	3
<ul style="list-style-type: none"> Follow basic directions Identify and summarize key points of a story or discussion Retell stories and reports of events in proper sequence Follow sequence in plot and character development, predict outcomes, and draw conclusions Recall the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories Distinguish fact from fantasy and fact from opinion Understand increasingly complex sentence structures Understand a variety of word structures and forms, such as affixes, roots, homonyms, antonyms, synonyms, and word analogies 		
Comments <i>9/30 participated in oral storytelling of modernized folk tales</i>		
Performance Standard		Score
C.4.3	Participate effectively in discussion	4
<ul style="list-style-type: none"> Volunteer relevant information, ask relevant questions, and answer questions directly Use appropriate eye contact and other nonverbal cues Use appropriate strategies to keep a discussion going Reflect on the ideas and opinions of others and respond thoughtfully Ask for clarification and explanation of unfamiliar words and ideas Summarize information conveyed through discussion 		
Comments <i>10/15 contributed insightfully and thoroughly to group discussion of Wisconsin historical figures</i>		
Total Score		11
Total Divided by 3		3.66
Oral Language Proficiency Rating		Advanced

Grade 4 Oral Communication Rubrics

C.4.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes

Advanced 4	Proficient 3	Basic 2	Minimal 1
When participating in a wide range of speaking activities, the student:	When participating in most speaking activities, the student:	When participating in most speaking activities, the student:	When participating in most speaking activities, the student:
<ul style="list-style-type: none"> speaks naturally with poise, precision, animation, effective pacing, and proper volume; uses gestures for emphasis; maintains eye contact; interacts effectively with listeners 	<ul style="list-style-type: none"> enunciates clearly and speaks audibly; avoids clumsy pauses; usually avoids “ah, uhm” and other fillers; maintains eye contact with listeners 	<ul style="list-style-type: none"> sometimes uses a voice too soft or articulation too indistinct for listeners to comfortably hear and understand; often uses fillers (“ah, uhm”); has difficulty maintaining eye contact 	<ul style="list-style-type: none"> speaks inaudibly; enunciates poorly; mispronounces; distracts listeners with fillers (“ah, uhm”); pauses awkwardly; usually looks down to avoid eye contact
<ul style="list-style-type: none"> communicates in a clear, organized, and thoughtful fashion; introduces and concludes effectively and confidently 	<ul style="list-style-type: none"> stays on topic; follows a clear sequence; recovers train of thought if briefly lost; provides a satisfactory introduction and sense of closure 	<ul style="list-style-type: none"> states a topic but sometimes rambles or jumps around in a confusing way; does not provide a satisfactory introduction or sense of closure 	<ul style="list-style-type: none"> seems confused about the topic and unable to follow a clear sequence; loses train of thought; begins and ends abruptly
<ul style="list-style-type: none"> capably articulates and elaborates on thoughts, ideas, and opinions so that others are engaged 	<ul style="list-style-type: none"> clearly expresses and explains thoughts, ideas, and opinions; provides some elaboration 	<ul style="list-style-type: none"> states thoughts, ideas, and opinions but has difficulty clearly elaborating on them 	<ul style="list-style-type: none"> has difficulty clearly stating thoughts, ideas, and opinions; seldom elaborates
<ul style="list-style-type: none"> reads aloud from varied materials with expression, clarity, and appropriate feeling 	<ul style="list-style-type: none"> reads aloud from varied materials clearly and with understanding 	<ul style="list-style-type: none"> reads aloud hesitantly; sometimes loses the thread of understanding 	<ul style="list-style-type: none"> reads aloud so haltingly that meaning is compromised

C.4.2 Listen to and comprehend oral communication

Advanced 4	Proficient 3	Basic 2	Minimal 1
When participating in a wide range of listening activities, the student:	When participating in most listening activities, the student:	When participating in most listening activities, the student:	When participating in most listening activities, the student:
<ul style="list-style-type: none"> attends carefully to the speaker; thoroughly understands and recalls a range of information and sequential patterns 	<ul style="list-style-type: none"> usually attends to the speaker; understands and recalls essential information and familiar sequential patterns 	<ul style="list-style-type: none"> lets attention wander; has difficulty adequately recalling and understanding main points; has difficulty recalling sequential patterns 	<ul style="list-style-type: none"> withdraws; creates disruptions; demonstrates minimal recall and understanding of basic information
<ul style="list-style-type: none"> summarizes main points and key events thoroughly and precisely, capturing relationships among ideas 	<ul style="list-style-type: none"> summarizes main points and key events clearly and accurately 	<ul style="list-style-type: none"> summarizes main points and key events in an incomplete manner 	<ul style="list-style-type: none"> creates incoherent summaries in which main points and key events are difficult to identify
<ul style="list-style-type: none"> generates perceptive inferences and predictions; draws sound, thoughtful conclusions; creates insightful interpretations 	<ul style="list-style-type: none"> generates appropriate inferences and predictions; draws sensible conclusions; creates reasonable interpretations 	<ul style="list-style-type: none"> generates basic inferences, predictions, conclusions, and interpretations 	<ul style="list-style-type: none"> demonstrates difficulty moving beyond literal comprehension when attempting to infer, predict, conclude, or interpret
<ul style="list-style-type: none"> applies understanding of a wide variety of words and sentences 	<ul style="list-style-type: none"> applies understanding of most words and sentences appropriate for the grade level 	<ul style="list-style-type: none"> applies understanding of some words and sentences appropriate for the grade level 	<ul style="list-style-type: none"> shows limited ability to apply understanding of many words and sentences appropriate for the grade level

C.4.3 Participate effectively in discussion

Advanced 4	Proficient 3	Basic 2	Minimal 1
When participating in a wide range of activities involving group discussions, the student:	When participating in most activities involving group discussions, the student:	When participating in most activities involving group discussions, the student:	When participating in most activities involving group discussions, the student:
<ul style="list-style-type: none"> uses active listening behaviors: maintains eye contact with the person speaking; waits with openness, interest, and awareness; gives appropriate verbal and nonverbal cues 	<ul style="list-style-type: none"> uses active listening behaviors: maintains eye contact with the person speaking; usually waits to give appropriate verbal and nonverbal cues 	<ul style="list-style-type: none"> attends to discussion sporadically; breaks eye contact; sometimes interrupts or fails to take turns 	<ul style="list-style-type: none"> withdraws; makes little or no eye contact; often blocks, interrupts, or fails to take turns; creates disruptions; needs to be reminded to be sensitive to others' feelings
<ul style="list-style-type: none"> contributes by responding directly and thoughtfully to others' ideas and opinions; actively and consistently shares thoughts, opinions, and ideas; sometimes leads the group by asking higher-level questions or by drawing others out 	<ul style="list-style-type: none"> contributes by connecting to what others say and sharing thoughts, opinions, and ideas 	<ul style="list-style-type: none"> occasionally contributes by connecting to what others say; often seems hesitant to share thoughts, opinions, and ideas 	<ul style="list-style-type: none"> seldom makes an effort to connect to what others say; seldom shares thoughts, opinions, or ideas, or does so only when prompted
<ul style="list-style-type: none"> demonstrates understanding by staying clearly focused on and engaged in the topic, asking relevant questions to clarify for self and the group, and creating clear, complete summaries that capture the relationships among ideas 	<ul style="list-style-type: none"> demonstrates understanding by staying on topic, asking relevant questions, and creating accurate summaries of main points 	<ul style="list-style-type: none"> demonstrates basic understanding by occasionally making relevant contributions but may often wander from the topic, ask irrelevant questions, or create incomplete summaries of main points 	<ul style="list-style-type: none"> demonstrates minimal understanding of the discussion, frequently remaining silent, making irrelevant or disruptive comments or creating incoherent or inaccurate summaries

Wisconsin Oral Communication Assessment (WSAS Supplemental Assessment: Oral Language)

District _____
School _____
Observer/Rater Name _____
Grade _____ Class Period _____

Class Record Sheet

[illegible]

Class Summary Histogram

Directions: Shade in the number of students with an overall rating in each category to create a bar graph.

[illegible]

Oral Communication Assessment—Grade 8

Individual Student Record Sheet

Student's Name:

Performance Standard	Score
C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes	
<ul style="list-style-type: none"> Share brief impromptu remarks about topics of interest to oneself and others Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion Perform expressive oral readings of prose, poetry, and drama Prepare and conduct interviews Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose Observe the appropriate etiquette when expressing thanks and receiving praise 	
Comments	
Performance Standard	Score
C.8.2 Listen to and comprehend oral communications	
<ul style="list-style-type: none"> Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate Recall significant details and sequence accurately Follow a speaker's argument and represent it in notes Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context and on analysis of logic, evidence, propaganda devices, and language 	
Comments	
Performance Standard	Score
C.8.3 Participate effectively in discussion	
<ul style="list-style-type: none"> Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others Explain and advance opinions by citing evidence and referring to sources Evaluate the stated ideas and opinions of others, seeking clarification through questions Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments Accept and use helpful criticism Establish and maintain an open mind when listening to others' ideas and opinions Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion Attend to the content of discussion rather than the speaker Participate in discussion without dominating Distinguish between supported and unsupported statements 	
Comments	
Total Score	
Total Divided by 3	
Oral Language Proficiency Rating	

Oral Communication Assessment—Grade 8

Sample Individual Student Record Sheet

Student's Name: John Cook

Performance Standard		Score
C.8.1	Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes	3
<ul style="list-style-type: none"> • Share brief impromptu remarks about topics of interest to oneself and others • Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion • Perform expressive oral readings of prose, poetry, and drama • Prepare and conduct interviews • Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience • Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose • Observe the appropriate etiquette when expressing thanks and receiving praise 		
Comments <i>9/22 participated in debate on vending machines in cafeteria; 10/27 effective participant in oral reading of <u>Our Town</u>; 11/16 clear, coherent report on changes in media technologies</i>		
Performance Standard		Score
C.8.2	Listen to and comprehend oral communications	4
<ul style="list-style-type: none"> • Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole • Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate • Recall significant details and sequence accurately • Follow a speaker's argument and represent it in notes • Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context and on analysis of logic, evidence, propaganda devices, and language 		
Comments <i>10/2 excellent summary for class of panel discussions about Wisconsin Native American tribes and bands</i>		
Performance Standard		Score
C.8.3	Participate effectively in discussion	3
<ul style="list-style-type: none"> • Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others • Explain and advance opinions by citing evidence and referring to sources • Evaluate the stated ideas and opinions of others, seeking clarification through questions • Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments • Accept and use helpful criticism • Establish and maintain an open mind when listening to others' ideas and opinions • Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions • Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion • Attend to the content of discussion rather than the speaker • Participate in discussion without dominating • Distinguish between supported and unsupported statements 		
Comments <i>11/3 prepared for and actively contributed to group discussion of Dickinson poetry</i> <i>11/6 usually paid attention and occasionally contributed to group discussion of Frost poetry</i>		
Total Score		10
Total Divided by 3		3.33
Oral Language Proficiency Rating		Proficient

Grade 8 Oral Communication Rubrics

C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes

Advanced 4	Proficient 3	Basic 2	Minimal 1
When participating in a wide range of speaking activities, the student:	When participating in most speaking activities, the student:	When participating in most speaking activities, the student:	When participating in most speaking activities, the student:
<ul style="list-style-type: none"> adapts presentation for audience and purpose: speaks fluidly, naturally, and precisely with appropriate level of diction; uses appropriate and effective gestures; maintains eye contact; arouses and compels interest; considers listeners' background, knowledge, beliefs, and interests 	<ul style="list-style-type: none"> adapts presentation for audience and purpose: usually speaks clearly and audibly; gestures naturally; avoids clumsy pauses; avoids "ah, uhm," and other fillers; usually controls level of diction; maintains eye contact; considers listeners' knowledge and interests 	<ul style="list-style-type: none"> frequently has difficulty adapting presentation for audience and purpose: often forgets to vary volume, pacing, gestures; has difficulty matching level of diction with purpose; uses "ah, uhm," and other fillers; pauses awkwardly; seems uncomfortable maintaining eye contact 	<ul style="list-style-type: none"> displays little ability to engage audience or to adapt presentation for purpose: speaks inaudibly; enunciates poorly; mispronounces; distracts listeners with "ah, uhm," and other fillers; pauses and moves awkwardly; seldom makes eye contact
<ul style="list-style-type: none"> uses varied, effective, and sometimes creative organizational and transitional strategies 	<ul style="list-style-type: none"> uses clear organizational and transitional strategies; recovers train of thought if briefly lost 	<ul style="list-style-type: none"> creates an organizational plan but has difficulty staying with it; states a topic but rambles or jumps back and forth in a confusing way 	<ul style="list-style-type: none"> frequently seems confused and unable to articulate or follow a clear sequence; often loses train of thought
<ul style="list-style-type: none"> selects, evaluates, and incorporates source material with audience in mind 	<ul style="list-style-type: none"> finds and clearly presents relevant source material 	<ul style="list-style-type: none"> has difficulty finding and clearly presenting relevant source material 	<ul style="list-style-type: none"> often fails to find relevant source material; lacks purpose in selecting sources
<ul style="list-style-type: none"> reads aloud from varied materials with expression, clarity, and appropriate feeling 	<ul style="list-style-type: none"> reads aloud from varied materials clearly and with understanding 	<ul style="list-style-type: none"> reads hesitantly; sometimes loses the thread of understanding 	<ul style="list-style-type: none"> reads aloud with minimal understanding; frequently hesitates

C.8.2 Listen to and comprehend oral communication

Advanced 4	Proficient 3	Basic 2	Minimal 1
When participating in a wide range of listening activities, the student:	When participating in most listening activities, the student:	When participating in most listening activities, the student:	When participating in most listening activities, the student:
<ul style="list-style-type: none"> uses active listening behaviors: listens closely with interest and understanding; keeps eyes on the speaker; asks well-timed, appropriate questions for clarification for self and the group; listens for emotional content 	<ul style="list-style-type: none"> uses active listening behaviors: listens with understanding; asks relevant questions; usually keeps eyes on the speaker 	<ul style="list-style-type: none"> inconsistently uses active listening behaviors: lets attention wander from the speaker and/or topic; often asks questions that are irrelevant, poorly timed, or indicate partial understanding 	<ul style="list-style-type: none"> withdraws; creates disruptions; becomes over-stimulated by emotion-laden language or content; remains silent or asks questions that are usually irrelevant, poorly timed, or indicate minimal understanding
<ul style="list-style-type: none"> distinguishes among purposes for listening; recalls and understands a speaker's key ideas, structures, and arguments in a variety of types of discourse; captures relationships among ideas 	<ul style="list-style-type: none"> distinguishes among purposes for listening; usually recalls and understands a speaker's key ideas and arguments 	<ul style="list-style-type: none"> inconsistently applies purposeful listening strategies; partially recalls and understands a speaker's key ideas and argument 	<ul style="list-style-type: none"> fails to apply purposeful listening strategies; usually demonstrates minimal recall and understanding of basic information
<ul style="list-style-type: none"> flexibly and successfully adapts note-taking strategies to match purpose 	<ul style="list-style-type: none"> develops notes that demonstrate an ability to understand and recall key ideas and arguments 	<ul style="list-style-type: none"> takes notes that demonstrate partial understanding and recall of key ideas and arguments 	<ul style="list-style-type: none"> usually fails to take notes or takes notes that are incoherent, ineffective, or inaccurate
<ul style="list-style-type: none"> analyzes and evaluates logic, propaganda devices, language, and supporting evidence, using insightful, clear, thoughtful criteria; makes astute judgments regarding the reliability of information 	<ul style="list-style-type: none"> considers logic, propaganda devices, language, and supporting evidence when evaluating the reliability of information 	<ul style="list-style-type: none"> demonstrates partial ability to evaluate the reliability of information; recognizes overt propaganda devices and looks for supporting evidence; often has difficulty evaluating a line of reasoning or recognizing slanted language 	<ul style="list-style-type: none"> demonstrates minimal understanding of the ways in which propaganda devices and slanted language affect reliability; has little ability to demonstrate understanding of a line of reasoning or evaluate supporting evidence

C.8.3 Participate effectively in discussion

Advanced 4	Proficient 3	Basic 2	Minimal 1
When participating in a wide range of activities involving group discussions, the student:	When participating in most activities involving group discussions, the student:	When participating in most activities involving group discussions, the student:	When participating in most activities involving group discussions, the student:
<ul style="list-style-type: none"> uses active listening behaviors: maintains an open mind; listens courteously to others; uses body language to convey interest and respect; orally participates: advances and explains relevant ideas and opinions with insight and clarity; asks well-timed questions to clarify points for oneself and the group; responds directly, clearly, and specifically to others' remarks 	<ul style="list-style-type: none"> uses active listening behaviors: maintains an open mind; listens courteously to others; looks at the speaker; orally participates: clearly shares and supports ideas and opinions; asks questions to aid understanding; acknowledges and usually responds appropriately to others' remarks 	<ul style="list-style-type: none"> inconsistently uses active listening behaviors: sometimes conveys lack of interest in others' views; lets attention wander from the speaker and/or topic; participates inconsistently: shows difficulty receiving, expressing, and supporting ideas; often remains silent, or asks questions showing partial understanding and/or engagement 	<ul style="list-style-type: none"> usually does not use active listening behaviors: conveys overt disrespect for others' views; withdraws; exhibits disruptive behavior; shows little interest or ability to understand or explore ideas orally; usually remains silent, responds passively, or makes inappropriate, irrelevant remarks
<ul style="list-style-type: none"> accurately and thoroughly summarizes and paraphrases key discussion points; specifies and explains areas of consensus and dissent 	<ul style="list-style-type: none"> accurately and sufficiently summarizes and paraphrases key discussion points, noting areas of consensus and dissent 	<ul style="list-style-type: none"> has difficulty summarizing and paraphrasing key discussion points in an organized, accurate, or sufficiently complete manner 	<ul style="list-style-type: none"> shows limited or no ability to demonstrate basic understanding through summary or paraphrase
<ul style="list-style-type: none"> evaluates one's own and others' ideas and opinions using clear, specific, thoughtful, and relevant criteria and thorough support 	<ul style="list-style-type: none"> evaluates one's own and others' ideas and opinions, usually using clear, relevant criteria and providing support 	<ul style="list-style-type: none"> does not sufficiently develop and support evaluations of one's own and others' ideas and opinions 	<ul style="list-style-type: none"> shows limited or no ability to clearly articulate or support evaluations of one's own and others' ideas and opinions
<ul style="list-style-type: none"> uses carefully-selected source material in a well-organized, thorough manner for support and clarification 	<ul style="list-style-type: none"> uses relevant, reliable source material for necessary support and clarification 	<ul style="list-style-type: none"> often has difficulty finding and using relevant, reliable source material or incorporating it clearly 	<ul style="list-style-type: none"> fails to demonstrate a basic ability to find relevant source material, make judgments about its reliability, or incorporate it coherently

Wisconsin Oral Communication Assessment (WSAS Supplemental Assessment: Oral Language)

District _____	
School _____	
Observer/Rater Name _____	
Grade _____	Class Period _____

Class Record Sheet

[illegible]

Class Summary Histogram

Directions: Shade in the number of students with an overall rating in each category to create a bar graph.

[illegible]

Part Four

Questions and Answers

How important is oral communication?

When Wisconsin's *Model Academic Standards for English Language Arts* was published in 1998, one of the six content standards addressed the importance of oral language:

Content Standard C: Oral Language

Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.

Rationale:

The spoken word, essential to our individual and social development, remains a central means of communication. Whether in informal interactions or more formal settings, speakers are required to communicate clearly in a manner that befits the occasion.

Listening is the most used and least understood of all communication skills. We spend approximately 45 percent of all communication time and as much as 57 percent of school instruction time listening. The ability to listen and to follow instructions is highly prized in the workplace.

How is the content standard for oral language presented in the *Wisconsin Model Academic Standards*?

The content standard is developed with performance standards in three areas: speaking, listening, and participation in discussion. The content standard and performance standards are constant over all years of education, while the performance indicators under each performance standard differentiate and describe skills and abilities at grades 4, 8, and 12.

Why is an assessment of oral communication now required?

Because of a federal requirement that states implement assessment of all state standards, the Department of Public Instruction must support assessment of oral communication. The best way to accomplish this goal is by supporting a statewide system of locally assessing and reporting student achievement in this area.

During the pilot year of 2002, the Oral Communication Assessment will be required only at grades 4 and 8. In the future, an oral communication assessment may also be required at the high school level.

Why is oral communication not assessed on the *Wisconsin Knowledge and Concepts Examinations (WKCE)*?

Paper-and-pencil tests such as the *Wisconsin Knowledge and Concepts Examinations* cannot provide an appropriate, valid measure of most oral communication skills. For example, a proper evaluation of a student's ability to speak effectively to a group requires that the student demonstrate that ability directly through an oral presentation.

What is the purpose of the Wisconsin Oral Communication Assessment?

The purpose of the Wisconsin Oral Communication Assessment is to provide a fair evaluation of each fourth- and eighth-grade student's level of knowledge and skill (minimal, basic, proficient, or advanced) in listening, speaking, and participating in discussions.

The results of the student evaluations in oral language will be reported by the Wisconsin Department of Public Instruction along with students' scores in reading, language arts, writing, mathematics, science, and social studies beginning in May of 2003.

The first year of implementation, 2002, will be a pilot year. In 2004–2005, scores derived from the Oral Communication Assessment may become part of the state accountability system.

What instruments can be used for local assessment of oral communication?

The Wisconsin Department of Public Instruction has developed six customized rubrics based on Wisconsin's oral language performance standards and indicators at grades 4 and 8. These rubrics and supporting materials can be found in this *Wisconsin Oral Communication Assessment Educators' Guide*, which will be made available for school and district use.

In addition, schools and districts may use locally-adopted oral communication assessments.

What is a rubric?

A rubric, or scoring guide, is an assessment tool that specifies the criteria to use when evaluating someone's work. In addition, a rubric provides clear guidance for evaluators to help them make consistent judgments about different levels of performance. In order to do this, rubrics provide descriptions to clarify, for example, how to discriminate among minimal, basic, proficient, and advanced performance levels.

When used by well-trained content experts and raters, rubrics are effective tools that help contribute to valid, reliable, and fair evaluations.

Does this mean that all teachers in the state must require that their students engage in the same activities in order to complete the Oral Communication Assessment?

No, the rubrics have been designed as flexible tools that can be adapted to a wide variety of classroom activities.

Some teachers may choose to create performance activities that are specifically designed to provide a basis for their evaluation of students' skills in oral communication. Others may choose instead to integrate the Oral Communication Assessment into any classroom activities that naturally provide opportunities for students to demonstrate their speaking, listening, and discussion abilities. Literature circles, for example, provide a favorable environment for observing and evaluating many communication skills identified in the oral language standard.

Furthermore, some schools and/or districts may already have established local performance assessments that could be used for the evaluation of students' oral communication skills. Interdisciplinary activities that involve communication skills would also provide good opportunities for evaluation and would include teachers in areas other than English Language Arts in the assessment process.

It is both sensible and appropriate to incorporate the required Oral Communication Assessment into activities and evaluations already occurring in the classroom.

In any event, it is best to create a clear plan that specifies a schedule for assessing oral communication skill and the assignments and activities that would be related to the assessment. A variety of methods, including portfolios and running records, can be used as supporting documentation of student performance and achievement.

Is there a specific time frame during which the Oral Communication Assessment should be completed?

The "testing window" for the Oral Communication Assessment will begin on September 18, 2002 and end on November 22, 2002, or the final day of the testing window for the administration of the *Wisconsin Knowledge and Concepts Examinations* in your school's schedule.

This extended testing window is designed to give schools maximum flexibility for assessing students' oral communication skills. However, it is important that teachers who will be evaluating students should have sufficient opportunity to get to know and observe each child so that they feel confident that they are assessing each child fairly and accurately.

A space for bubbling in each participating student's overall proficiency rating derived from the Oral Communication Assessment will be provided in Section 1: WSAS Supplemental Assessment—Oral Language on the back cover of each student's *WKCE* test book. These materials will be returned to CTB/McGraw-Hill, which will then generate reports that include students' proficiency levels in oral communication.

How will DPI help teachers across the state rate students' abilities in listening, speaking, and participating in a consistent and fair manner?

The *Wisconsin Model Academic Standards for English Language Arts* adopted in 1998 provide common ground for schools and districts in the instruction and assessment of students' oral communication abilities.

In addition, the Wisconsin Department of Public Instruction has developed grade-specific rubrics for each of the following performance standards, a total of six in all:

C.4.1/C.8.1: Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes

C.4.2/C.8.2: Listen to and comprehend oral communication**C.4.3/C8.3: Participate effectively in discussion**

During the pilot year, schools are encouraged to achieve school-wide consistency and reliability. The use of common rubrics will facilitate this goal.

The classroom use of audio or video tapes for recording activities that involve communication skills, though not required, is recommended as a means of creating exemplars which will further clarify proficiency levels in a variety of settings involving oral communication skills. Many classrooms already make use of such technologies.

Staff development and training provided by the Wisconsin Department of Public Instruction, the twelve CESA School Improvement Centers, districts, and schools will help teachers move in the direction of consistent, reliable evaluation of students' oral language skills statewide. This professional collaboration will also serve to further develop and refine the pilot rubrics, supporting materials, and recommended protocols for conducting the Oral Communication Assessment. To support staff development, the department will provide a training video.

Though Wisconsin's Oral Communication Assessment may remain an informal rather than formal, standardized measure of student achievement, the steps outlined above will help teachers approach observation and evaluation of diverse students in a systematic, consistent, and fair manner.

What cultural differences should teachers be aware of as they assess students' oral communication skills?

Every language user brings cultural and situational expectations into every communication act. The students' cultures—the assumptions, habits, expectations, and beliefs they hold about what is appropriate in every situation—will shape behavior as students speak, listen, and participate in discussions. Teachers should be sensitive to cultural influences at work regarding content as well as verbal and nonverbal expression. These influences reveal themselves in many aspects of oral communication:

- Vocal inflection, intonation, and volume
- Facial expression, gesture, and body language
- Eye contact and space/distance between speaker and listener
- Attitudes of the young toward authority figures
- Willingness to disclose personal or family-related information
- Emphasis on using notes vs. memory to record information
- Reading stories vs. telling stories

How should teachers approach the evaluation of students' oral communication skills if the students customarily use nonstandard English dialects?

Since Content Standard C: Oral Language of the *Wisconsin Model Academic Standards for English Language Arts* specifies that students should adapt oral communication skills for varied purposes and audiences, it is not necessary that every speaking, listening, and participating activity require the use of standard American English. Given some contexts and purposes, students' use of informal diction including colloquialisms and slang, nonstandard articulation patterns, and dialects may be more effective for audience and purpose than using formal speaking registers. It is important that teachers consciously consider, value, and remain sensitive to linguistic diversity as they plan and carry out observations and evaluation of the range of oral communication skills specified in the standards and in the rubrics.

On the other hand, it is equally important that students have multiple opportunities to demonstrate competency in standard American English, as appropriate for audience, context, and purpose.

How will the Oral Communication Assessment affect students with limited English proficiency (LEP)?

Any students taking the *Wisconsin Knowledge and Concepts Examinations* will also be evaluated locally on their oral communication skills. Since all LEP students have the right to participate in the *WKCE*, this may include any LEP student regardless of his or her classification in levels 1–5.

However, students whose English speaking skills have been classified at levels 3–5 must participate in both the *WKCE* and in the Oral Communication Assessment.

Will LEP students classified at levels 1 or 2 require an alternate assessment in place of the Oral Communication Assessment?

No, LEP students classified at levels 1 or 2 who take an alternate assessment rather than participating in the *WKCE* will not need a separate oral communication assessment. Alternate assessments for LEP students already encompass oral assessment.

What accommodations are appropriate for LEP students who do participate in the Oral Communication Assessment?

LEP students participating in the Oral Communication Assessment are eligible for accommodations that do not invalidate the target skill being assessed. Since the target skill in this case is the ability to use English in listening, speaking, and participating in discussions, the assessment must be conducted in English. However, directions could be clarified in the native language, and students can be afforded additional time, or, if appropriate, assessed one-on-one.

As long as LEP students are participating in the general curriculum, they should be able to participate in the activities targeted for the Oral Communication Assessment.

How will the Oral Communication Assessment affect students with disabilities?

Students with disabilities who can demonstrate at least some of the knowledge and skills measured by the Reading and Language Arts portion of the *WKCE* will participate in the WSAS Supplemental Assessment—Oral Language. With appropriate accommodations as needed, students with hearing or speaking disabilities can be highly effective discussion participants, engaged and proficient listeners, and compelling presenters.

For example, a student who is deaf or hard of hearing and does not have intelligible speech can use sign language and an interpreter to voice for the student during oral communication activities used for local assessment.

IEP teams will make specific recommendations regarding a student's participation in the WSAS Supplemental Assessment—Oral Language through the Reading and Language Arts Content Area of the IEP. Guidance with respect to appropriate accommodations will also be included. When a student with a disability is excluded from the Reading and Language Arts portion of the *WKCE*, they are also excluded from the WSAS Supplemental Assessment—Oral Language. The WSAS Alternate Assessments—Pre-Requisite Skill should be administered. The results of the alternate assessment will be bubbled in on the back cover of each student's *WKCE* test book in Section 4, WSAS Alternate Assessments—Pre-Requisite Skill.

For more information about testing students with special needs, see "DPI Guidelines to Facilitate the Participation of Students with Special Needs in State Assessments" at the following web site: www.dpi.state.wi.us/oea/specneed.html.

What resources are available to support planning for oral communication?

In addition to the Wisconsin Model Academic Standards, state curriculum guides address the importance of oral communication. These documents include *Planning Curriculum in English Language Arts* (DPI 2001), and *Classroom Activities in Listening and Speaking* (DPI 1991). Information on ordering these and other DPI publications is provided at the following web site: www.dpi.state.wi.us/dpi/dltcl/eis/pubsales/order.html. You may also contact Publication Sales at 1-800-243-8782 (U.S. only) or (608) 266-2188, or fax (608) 267-9110.

Since students' Oral Communication Assessments are conducted locally and reported publicly, what documentation should schools retain to support their evaluations and how long must they retain these records?

Each *Wisconsin Oral Communication Assessment Educators' Guide* includes a 2-copy Class Record Sheet that teachers will use to document the specific proficiency ratings in Standard C: Oral Language for each student in the class. Teachers will also indicate on this form those students who did not participate in the Oral Communication Assessment as a result of limited English proficiency (LEP) or a disability (S/Dis). Teachers should retain one copy of this

document in their classrooms and forward one copy to their District Assessment Coordinator along with the *WKCE* test books. District Assessment Coordinators are encouraged to retain one copy of all the Class Record Sheets at grades 4 and 8.

Schools may be asked to retain copies of the Class Record Sheet for five years in accordance with Wisconsin state statute 118.125 which specifies that general pupil records and grades should be retained for five years after a pupil leaves school.

What can be shared with students and parents regarding the contents of the Oral Communication Assessment?

Since the Oral Communication Assessment is not a secure, proprietary instrument, none of the rubrics, protocols, or activities needs to be kept confidential. Sharing the materials with students and parents is encouraged.



Wisconsin
Student
Assessment
System



Wisconsin Department of Public Instruction
Elizabeth Burmaster, State Superintendent

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